

HERBS ECOLOGY TO STIMULATE STUDENT'S SPEAKING PRACTICE

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ABSTRACT The Research is appointed to explore the Ecolinguistics model in teaching and learning speaking. Eco herbs is one of the ways that educator can use to stimulate teaching and learning process, because this way can provide easiness and new insight for students to understand the importance of their environment for learning. The qualitative research is use through 3 instruments; observation, interview, and documentation. From 30 students and 4 teachers from Elementary School 3 Tangerang can be drawn the result that herbs ecology as one of the potential way and media to be used in stimulating students speaking skill, the herbs ecology beside of stimulating students' learning motivation also giving new insight for teachers and student to understand the benefit and the process of herbs ecology become useful for people in their healthy life.

KEYWORDS: *Eco Linguistics, Herbs Ecology, Speaking Skill.*

1. INTRODUCTION

Speaking skills in foreign language classes often pose significant challenges for teachers and students. Traditional methods that rely on memorization and repetitive practice can lead to detachment and lack of motivation among learners. This research explores innovative approaches to teaching speaking skills by integrating ecological education, specifically through the study and use of kitchen spices. By engaging students in meaningful hands-on activities centered around kitchen spices, this research aims to improve their speaking skills while fostering an appreciation for ecological diversity and culinary traditions in today's digital era.

Furthermore, the application of ecolinguistics in speaking teaching is emphasized on students' understanding of English speaking practice based on plants that they encounter every day in the

surrounding environment or that they usually consume, so that it can be assumed that students will be easier in practicing speaking English according to the experience they have (Arjulayana & Srikandi, 2018).

Literature Review

The integration of ecological education into language learning is supported by several theoretical frameworks. Experiential learning theory, as proposed by Kolb (1984), emphasizes the importance of learning through experience. This approach is also reflected in Dewey's (1938) educational philosophy which advocates learning rooted in real-world experiences. Content and Language Integrated Learning (CLIL) is another framework that is relevant to applying teaching such as science or ecology in a foreign language to improve subject knowledge and language skills. (Arjulayana et al., 2024) (Marenzi & Zerr, 2012)

Ecolinguistics

Ecolinguistics is a branch of linguistics that focuses on the way in which language is used to interact with a particular social and cultural environment. In this context, Ecolinguistics studies how language and the environment influence each other on its development. So, it can be said that ecolinguistics also often explores how language diversity can be preserved and where certain languages face the challenge of extinction, because of other social, economic, or environmental factors. (Luardini & Simbolon, 2018) (Luardini & Simbolon, 2018). (Penz & Fill, 2022; Zhou, 2021)

Furthermore, the urgency of ecolinguistics in foreign language learning lies in its more comprehensive study such as; the social, cultural and environmental context in which the language is used. Ecolinguistics highlights that language is not just a collection of words and rules, but also closely related to the values, worldview, and practices of the language-speaking society. Here are some reasons why ecolinguistics is important in foreign language learning: first, Understanding the Cultural Context and Language Ecology; Ecolinguistics helps learners understand that language is inseparable from the cultural and ecological environment of its people. For example, terms related to flora, fauna, or the physical environment in a language may be very different from other languages due to geographic and cultural differences. (Zhou, 2021) (Luardini & Simbolon, 2018; Penz & Fill, 2022; Zhou, 2021) (Li et al., 2020)

Second, developing intercultural awareness; With an ecolinguistic approach, learners can better understand the life perspective and values of the target language speaking community, including aspects such as views on nature, ways of thinking about time, space, social relationships,

and so on. This is very important so that learners can communicate effectively and appreciate the culture of native speakers. Third, Enriching Vocabulary and Understanding of Context; Foreign language learning that pays attention to ecolinguistics allows learners to recognize vocabulary that has meaning in a specific environmental context. For example, certain languages may have a rich vocabulary to describe the snow, sea, or vegetation that is typical of the area. Understanding this context helps learners master the language more authentically. (Vaishali & Rukmini, 2021)

Then the fourth, Awareness of Language Diversity and Language Preservation; Ecolinguistics also raises awareness of the importance of preserving linguistic diversity, which often contains local knowledge and unique perspectives on the world. By understanding this, foreign language learners can appreciate the target language not only as a means of communication but also as a cultural heritage that needs to be preserved., and most importantly, Ethical and Responsible Language Application: Through an ecolinguistic approach, learners can learn to use foreign languages in a more sensitive and responsible way. This includes awareness of the impact of language in the delivery of sustainable values or those that support environmental sustainability, so that they not only learn the language but also the ecological and social values of the culture.

Overall, ecolinguistics in learning foreign languages emphasizes the importance of understanding and respecting the cultural, social, and environmental context of the language being studied, so that learners can use the language more appropriately, ethically, and with full appreciation for cultural diversity. (Roe et al., 2023)

Furthermore, in this research that uses kitchen spice ecology as a medium in teaching English speaking skills, it can also be said that an approach with exploration can improve students' ability and motivation to practice speaking English (Lo & Jeong, 2018) .

English Speaking Skills

Speaking is a productive skill that is still a challenge for almost most Indonesian people, especially Indonesian students. This is due to a lack of motivation to practice speaking English in their daily lives, as well as minimal vocabulary mastery and a sense of fear of being wrong and too focused on the use of word structure. (Arjulayana & Supraba Lastari , n.d.; Hamsia & Erydani , 2022)

In some assumptions of society, a person's ability to master English as a foreign language in Indonesia is always identified with his ability to speak English, because this teamwork is what is immediately apparent when he is able to speak English in the community. Uniquely, currently, English speaking skills are one of the requirements for some companies that want to accept new employees, so when a leader is suddenly seen as unable to speak English, then it is very natural for

people to say how to establish extensive international relations if international languages are not mastered.

2. METHOD

This research was conducted at Elementary School 3 Tangerang with a total of 4 teachers and 30 students. This activity not only motivates students to learn to speak English with things that are often referred to, but also encourages teachers with a method of using sustainable media in their learning, namely ecology, kitchen spices. To see the progress of this activity, next, the participants were divided into two groups consisting of 2 teachers in each group. During the PKM process, at the end of the meeting, an assignment was given so that during the next meeting, an evaluation could be carried out either to the students or teachers. In the next step, the learning process is carried out inside and outside the classroom for 1 week.

In the initial activity, the PKM team provided an overview and explanation related to sustainable media in English teaching, besides that this media is also said to be able to be used for teaching other subjects (Bailey & Barley, 2011)



Picture 1; Early activity during Community service

3. RESULT AND DISCUSSION

This activity provides a new experience for teachers and students at the school, because they can not only participate in learning in the classroom they also do learning outside the classroom by looking for plants around their school to be told in English, so that in addition to new vocabulary

that can be used in conversation, they can also understand the benefits and how to care for and plant these plants.

Here are some plants that were introduced and used as learning media in a balanced manner;



Pict 2; Pandan Leaves

Pict 3; Turmeric plant

Pict 4; Lemon grass

Pict 5; Lime Leaves

Pict 6; Ginger Plant

From some of the plants introduced, there are many new vocabularies that are obtained, so that students and teachers can practice speaking English. Apart from the new vocabulary, all teachers and 90% of the students who attended said that the ecological science they knew turned out to be very easy to find in everyday life, and they could also feel the benefits. So that when practicing speaking English, teachers are also more enjoyable and students are more motivated to bljr bhsa english, because it turns out that this is a "fun learning" activity. (Harsono , 2017; Vonnisye , 2020)

A total of 4 teachers and 30 students said that the ecoecology of kitchen spices has motivated them to be more concerned about the environment, because they want to plant these plants and can realize the benefits in English. Learning English as a foreign language with ecology can be said to be education sustainable development, because they are starting to think about how to cultivate it sustainably for greater benefits in health sustainability (Rai, 2021; Uwineza & Waśkiewicz , 2020).

Some activities of students and teachers outside the classroom are also one of the ways to introduce ecology in the practice of teaching English speaking skills, and we say this activity is very successful, because students in addition to learning they feel more comfortable for the practice of storytelling in English. The following is an example of activities outside the classroom in the introduction of kitchen spice ecology in the teaching process.



Pict 7; learning process through ecology
out of classroom

Pict 7; Using eco herbs students are practicing their
conversation in English

From the activities carried out, it is shown that integrating activities related to kitchen spices into language lessons can effectively improve students' speaking skills. This approach is in line with the principles of experiential learning and CLIL, providing a rich context for the use of language. The straightforward nature of the activities that involve kitchen spices not only makes the learning process more enjoyable but also facilitates the use of authentic language, allowing students to practice speaking in real-life situations. In addition, the ecological and cultural aspects of the activity foster a sense of connection to the environment and global culinary traditions. (Gunadi, 1992) (Arjulayana et al., 2024; Relax et al., 2023; Vonnisye, 2020)

4. CONCLUSION

Using ecological learning media through the study of kitchen spices into language teaching presents a promising avenue to improve the English-speaking skills of students and teachers. This study shows that activities related to kitchen spices can provide a meaningful and interesting context for the practice of English as a foreign language in Indonesia, leading to improved speaking skills and increased student motivation. This effort, in the future, could explore the long-term effects of such an integrative approach and expand the scope to include language skills and other ecological topics. By bridging the gap between language education and environmental awareness, educators can create more holistic and impactful learning experiences that are in line with current educational sustainable developments.

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